



Solicitation Information
14 April 05

LOI # B05034

TITLE: Teacher Certification Partnership Grant Services

Submission Deadline: 19 May 05 @ 1:40 PM (EDT)

Questions concerning this solicitation may be e-mailed to the Division of Purchases at questions@purchasing.state.ri.us no later than **29 April 05 at 12:00 Noon (EDT)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: No

BOND REQUIRED: No

Jerome D. Moynihan, C.P.M., CPPO
Administrator of Purchasing Systems

Vendors must register on-line at the State Purchasing Website at www.purchasing.ri.gov

Note to Vendors:

Offers received without the entire completed three-page RIVP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

**REQUEST for LETTERS of INTEREST
TEACHER CERTIFICATION PARTNERSHIP GRANT SERVICES**

The Rhode Island Department of Administration, Office of Purchases, on behalf of the State of Rhode Island, Department of Elementary and Secondary Education is requesting Letters of Interest from qualified individuals to provide teacher certification partnership grant services for five years, in accordance with the terms of this solicitation, and the State's General Terms and Conditions (www.purchasing.ri.gov).

The Rhode Island Department of Education is engaged in a collaborative agreement with the University of Rhode Island to enhance the quality of teachers in Rhode Island. This effort is funded by a federal grant designed to link state departments of education and institutions of higher education to achieve goals such as developing teacher mentoring programs and non-traditional routes to teacher certification. This letter of interest is to seek expert services that will allow RIDE to carry out its responsibilities under this cooperative agreement.

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

Potential offerors are advised to review all sections of this solicitation carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

The state reserves the right to award to one or more offerors.

All cost associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

Proposal misdirected to other State locations or which are otherwise not present in the Office of Purchases at the time of opening for any cause will be determined to be late and will not be considered.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This is a requirement only of the selected vendor (s)*

Bidders are advised that all materials submitted to the State of Rhode Island for consideration in response to this Letter of Interest will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws, without exception, and will be released for inspection immediately upon request, once an award has been made.

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP / LOI

The Offeror should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the MBE Administrator, at (401) 222-6253 or visit the website <http://www.rimbe.org>

Section I: Background/Overview

The *No Child Left Behind* Act calls for teachers in all classrooms to be highly qualified. Teacher quality demands educators who know their subject matter, are able to integrate technology with instruction, and are capable of modifying instruction to assure that all students, especially students of all races, students who are English language learners, students who live in poverty, and students with disabilities, succeed in classrooms. The Rhode Island Department of Elementary and Secondary Education has worked to assure the quality of its teachers by increasing the accountability of teacher preparation programs in these areas, by establishing guidelines for a non-traditional route to teaching to attract qualified people in other careers to the teaching profession, certification areas where shortages of certified teachers exist, enacting certification and re-certification policies that work to support the federal definition of highly qualified teacher, and supporting district-based mentoring and induction programs to assure the retention of new teachers and the ongoing professional development of other teachers.

From 1998 – 2004, the Office of Teacher Preparation, Certification, and Professional Development has worked to revise standards for teacher preparation program approval, non-traditional routes to certification approval, rules for certification of educators, the process for the development of individualized plans for recertification, and standards for mentoring programs. Much of this work was supported by a federal Teacher Quality Enhancement State grant that was awarded to the Rhode Island Department of Education in 1999. The state's grant ended in 2004.

In 2004 the USDOE released an RFP for partnership grants as part of the Teacher Quality Enhancement Program. A partnership, led by the University of Rhode Island's School of Education, the University of Rhode Island College of Arts and Science, and the Central Falls School District submitted a proposal. In the interest of making this an initiative with broad based leadership, all eight teacher preparation programs (URI, Brown, Johnson and Wales, Providence College, Rhode Island College, Rhode Island School of Design, Roger Williams University, Salve Regina University), three high need school districts that partner with these programs (Central Falls, Newport, and Pawtucket), and the Board of Governors of Higher Education and the Rhode Island Department of Education became partners in the pre-proposal and the final proposal. The USDOE announced that the grant was awarded in October of 2005. Project RITER (Rhode Island Teacher Education Reform) is composed of five objectives. RIDE will take the lead on objectives four and five of the grant, working closely with the partners to assure that the products developed by these teams continue to be closely linked to RIDE initiatives within the Office of Teacher Preparation, Certification and Professional Development. This approach supports the federal government's goal of sustainable, systemic reform.

Section II: Scope of Work

This contract will cover four basic sets of activities related to the support of Project RITER teams and coordination with RIDE initiatives. The work includes: 1. Coordinating the work of Project RITER Team Four – School Districts in the development and implementation of school-based mentoring/induction programs, including summer institutes for mentors; 2. Supporting the work of Project RITER Team Four – Higher Education in the development and implementation of surveys and protocols to elicit feedback from program graduates and to use the data to improve teacher preparation programs; 3. Coordinating the work of Project RITER Team Five in the design and implementation of a non-traditional route to certification in a high needs area; and 4. Supporting the work of Project RITER

Team Three in the recruitment of consultants to advise on programmatic changes in the preparation of teachers to assure that they are prepared to teach diverse learners.

Tasks

1. Link district and RIDE teacher mentoring activities. Work with six schools (two from each partnering district) that will comprise the first cohort of school-focused mentoring programs. Work with this project team to coordinate the development of summer mentoring institutes for the identified schools. The first summer institute will be implemented in the summer of 2005 and an additional institute will occur in each of the remaining four years of the project.

The contractor will be responsible for:

- Convening representatives of the partner districts to establish criteria for selection of schools; identify priorities, needs, and issues that are common across the schools and that are unique to each of the schools; work with the schools to design specific curriculum goals, objectives, and outcomes for the summer institutes to prepare mentors who will be responsible for the induction models at each school.
- Coordinating the work of this team with the work of the Office of Teacher Preparation, Certification, and Professional Development and its Teacher Quality Fellows to assure that the outcomes are complementary to RIDE's initiatives (e.g., Rhode Island Beginning Teacher Standards, Rhode Island Mentoring Program Standards, and Individualized Professional Development Plans for recertification).
- Manage the payments for facilities, services, attendee stipends and other costs of the summer institutes (including the issuance of all 1099 forms for participants) as directed by the Project RITER Objective Four Team – Induction Group up to a total of \$60,000 per year.
- Work with the Objective Four Team and representatives to redesign and design new mentor training institutes in years two through five of the project with the possibility of modifying the process to focus on schools in need of improvement in the final years of the project.
- Work with Project RITER staff to collect and analyze all data necessary for reporting progress on objective four of the Project RITER grant as part of the annual report to the USDOE.

2. Support a development team in the creation of a systematic survey/interview protocol for gathering and analyzing feedback from and performance data on beginning teachers that can be used to inform programs about areas that need improvement.

The contractor will be responsible for:

- Assuring that the colleges and universities that are working to develop appropriate protocols for eliciting data about the quality of their graduates design procedures that are complementary to the work of the Office of Teacher Preparation, Certification, and Professional Development and the requirements of Teacher Preparation Program Approval.
- Working with colleges and university partners to assure that their work on this initiative provides a foundation for the induction work that is described in the prior topic (#1) and that the outcomes are complementary to RIDE's initiatives (e.g., Rhode Island Beginning Teacher Standards, Rhode Island Educator Program Approval Standards, and Individualized Professional Development Plans for recertification).
- Manage the payments for consultants as directed by the Project RITER Objective Four Team – College/University Group up to a total of \$10,000 per year.
- Work with Project RITER staff to collect and analyze all data necessary for reporting progress on objective four of the Project RITER grant as part of the annual report to the USDOE.

3. Coordinate the Objective Five Team of Project RITER in its work to formulate standards, policies, and coursework that will encourage nontraditional routes to teacher certification for qualified applicants in business, industry, military or other career environments who have appropriate subject matter background. The development process will include the provision of mentor training for nontraditional teaching aspirants. The team will develop the structure of a program, including curriculum, assessments, and recruitment materials and submit its proposal for a program to RIDE by September of 2005. The first cohort of prospective educators will be recruited, admitted, and hired by partner districts and begin the program by June of 2006. The program will be two years in duration and new programs may be added during the five years of the contract at the direction of the Project RITER Team.

The contractor will be responsible for:

- Convening representatives of the two partner districts, four colleges and universities, and the Office of Higher Education to identify the areas of certification, the program design, the program structure, the curriculum, and the process of instruction and field work for the program, including assessment of candidates at entry, prior to field work, and at program completion.
- Coordinating the work of this team with the work of the Office of Teacher Preparation, Certification, and Professional Development and its Teacher Quality Fellows to assure that the outcomes are complementary to RIDE's initiatives (e.g., Rhode Island Beginning Teacher Standards, Rhode Island Standards for Nontraditional Certification Programs, and Individualized Professional Development Plans for recertification).
- Manage the payments for facilities, services, attendee stipends and other costs of the consultants and non-traditional route summer mentors (including the issuance of all 1099 forms for participants) as directed by the Project RITER Objective Five Team up to a total of \$40,000 per year.
- Work with the Objective Five Team members to redesign and design curriculum for the program and for the mentor training in years two through five of the project.
- Work with the Objective Five Team members to identify and pursue additional sources of funding to support this work.
- Work with Project RITER staff to collect and analyze all data necessary for reporting progress on objective five of the Project RITER grant as part of the annual report to the USDOE.

4. Support a development team in the work of preparing educators who are prepared for the diversity of students in Rhode Island schools through efforts to expand their understanding of specific issues related to effective instruction of students living in poverty, students with special needs, students for whom English is not their first language, and students from racial/ethnic minority groups that are identified in No Child Left Behind as groups that are monitored through student assessment.

The contractor will be responsible for:

- Working with colleges and university and school district partners to assure that their work on this initiative is linked to other Rhode Island Department of Education Teacher Quality Initiatives (e.g., Rhode Island Beginning Teacher Standards, Rhode Island Educator Program Approval Standards, Rhode Island Mentor Program Standards, and emerging work in non-traditional routes to preparation).
- Manage the payments for consultants as directed by the Project RITER Objective Three Team up to a total of \$10,000 per year.
- Work with Project RITER staff to collect and analyze all data necessary for reporting progress on objective three of the Project RITER grant as part of the annual report to the USDOE.

Section III: Project Schedule and Deliverables. Start date is approximate, given May proposal submission deadline.

Tasks	Dates	Outcome
Item 1: Coordinate the work of Project RITER Objective Four School District Team to develop and implement school-based mentoring and induction programs.		
Prepare agendas, protocols, facilitate and document the meetings of the Project RITER Objective Four School District Team. Prepare the written products that are described in the work of the team below.	May 2005 – August 2009	Meeting agendas and minutes submitted to Project RITER.
Six schools will be identified to develop school-based induction programs School teams will identify the specific needs of their building and beginning teachers. All provisionally and professionally certified teachers in these schools will have approved I-Plans 24 mentors trained in skills expected by the mentor program standards and tailored to building needs.	May 2005 (and annually) June 2005 (and annually) September 2005 July 2005 (and annually)	List of schools Needs assessment for schools. Verification of I-Plans Design of curriculum, implementation of curriculum for week-long summer institutes and evaluation of institutes
A team from all partners will build a model for school intervention that culls from the successful practices of the first three years of the project. Three schools in need of improvement will be identified for intervention. Support through pre-service teachers, induction program, and professional development for teachers will be implemented.	April 2008 June 2008 September 2008	Design and implement a model for intensive support and intervention that builds on Project RITER work from objectives 1, 2, 3, and 4 to support schools in need of improvement.
Evaluation of the development process and preparation of recommendations to RIDE for future induction and intervention programs	August 2009	Summary report of the work of the team and recommendations for policy changes to RIDE
Item 2: Support the work of Project RITER Objective Four – Higher Education Team in the creation of a systematic survey/interview protocol for gathering and analyzing feedback from and performance data on beginning teachers that can be used to inform programs about areas that need improvement.		

Support Project RITER Objective Four – higher education team by integrating its work with departmental efforts to improve teacher preparation programs as the team implements the tasks identified below.	Ongoing	Collect data on program approval compliance with eliciting data from graduates and using the data to inform program improvement.
Survey and telephone protocols will be developed and administered to a sample of 25% of the 2005 graduates of RI teacher preparation programs. Programs will review results and make changes to assure that candidates are better prepared for beginning as teachers. Programs will implement a system for regularly collecting data from graduates to inform curriculum changes.	June 2006 June 2007 June 2009	Prototypes of surveys and interviews, systems for data analysis and a cycle to use the data to inform program improvement.
Evaluation of the development process and preparation of recommendations to RIDE for future changes to program approval standards for this aspect of program assessment.	August 2009	Summary report of the work of the team and recommendations for policy changes to RIDE
Item 3: Coordinate the work of Project RITER Objective Five Team to develop a prototype and implement a non-traditional certification program in a high needs area.		
Prepare agendas, protocols, facilitate and document the meetings of the Project RITER Objective Five Team. Prepare the written products that are described in the work of the team below.	May 2005 – August 2009	Meeting agendas and minutes submitted to Project RITER.
<i>Establish admissions criteria and process for candidates</i> <i>Initial draft of summer curriculum and courses</i> <i>Published criteria for mentors and the curriculum for their training</i> <i>Draft of support processes and assessment during clinical experience</i> Revised materials based upon review and critique of prototype	<i>June 2005</i> <i>June 2005</i> <i>June 2005</i> <i>July 2005</i> January 2006	The overall design of a non-traditional route for certification program prototype that will be submitted for review by RIDE in compliance with non-traditional route standards.
<i>Completely designed curriculum and courses</i> <i>Implementation of curriculum with first cohort of 20 candidates.</i> <i>Implementation of revised curriculum with second cohort of 20 candidates.</i> Modified curriculum to address additional certificates	<i>August 2005</i> <i>August 2006</i> <i>August 2007</i> August 2008	A draft of the curriculum for summer training of candidates. Ongoing evaluation of the curriculum and revisions for subsequent cohorts

<i>Completely designed curriculum</i> <i>Implementation of curriculum with first cohort of 20 mentors.</i> <i>Implementation of revised curriculum with second cohort of 20 mentors.</i> Modified curriculum to address additional certificates	August 2005 August 2006 August 2007 August 2008	Design of summer training for mentors and supervisors of non-traditional certification candidates. Ongoing evaluation of the curriculum and revisions for subsequent cohorts
<i>Completely designed curriculum and assessments</i> <i>Implementation of curriculum with first cohort of 20 candidates and mentors.</i> <i>Implementation of revised curriculum with second cohort of 20 candidates and mentors.</i> Modified curriculum to address additional certificates	August 2005 August 2006 August 2007 August 2008	Design of clinical component and preparation and candidate assessment system. Ongoing evaluation of the curriculum and revisions for subsequent cohorts.
Evaluation of the development process and preparation of recommendations to RIDE for future non-traditional routes to certification	August 2009	Summary report of the work of the team and recommendations for policy changes to RIDE
Item 4: Support the work of Project RITER Objective Three Team preparing educators for the diversity of students in Rhode Island schools through efforts to expand their understanding of specific issues related to effective instruction of diverse students.		
Support Project RITER Objective Three team by integrating its work with departmental efforts to improve teacher preparation programs as the team implements the tasks identified below.	Ongoing	Collect data on program approval compliance with preparing teachers for diverse learners.
<i>All teacher preparation programs will revise curricula to include training of candidates in adapting instruction for diverse learners (i.e., racial, ethnic, socio economic, language, and special needs diversity).</i> <i>All teacher preparation programs will include work in the community, outside of schools, as part of the clinical experiences.</i> <i>At least 50% of the teacher preparation programs will establish community advisory groups for their clinical experiences.</i>	June 2006 June 2007 June 2009	Teacher preparation programs will engage the support of consultants with expertise in teaching of diverse learners to expand the knowledge of their faculty and to modify curriculum.
Evaluation of the development process and preparation of recommendations to RIDE for future changes to program approval standards for this aspect of program assessment.	August 2009	Summary report of the work of the team and recommendations for policy changes to RIDE

Summary of Deliverables

Deliverable	Quantity	Due Date
1. Agenda, Work plan, Supporting materials, and meeting documentation for team meetings for Team 4- Districts and Team 5.	1	Monthly
2. Model of summer institutes for mentor/induction programs, including all tasks, directions, and materials	1	July 1, 2005 And annually for 2006 and 2007
3. Evaluation of summer institutes and recommendations for changes	1	September 1, 2005 and annually for 2006 and 2007
4. Prototype of intervention for schools in need of support that integrates project work	1	September 2008
5. Recommendations for changes in policy for mentoring and induction	1	September 2009
6. Recommendations for changes in policy related to program approval expectations for surveys and interviews of graduates	1.	Annually in June beginning in 2006
7. The overall design for the prototype non-traditional route to certification	1	June 2005
8. The overall curriculum with supporting materials for the non traditional route	1	August 2005
9. The curriculum for preparation of mentors/supervisors for non-traditional route candidates.	1.	August 2005
10 Revised curricula for program and mentors	1	Annually beginning in 2006
11. Recommendations for changes in policy related to non-traditional program approval guidelines.	1.	Annually in September beginning in 2006
12. Recommendations for changes in policy related to program approval expectations for preparation of candidates for diverse students	1.	Annually in June beginning in 2006

Section IV: Cost Proposal/Terms of the Contract/Payment Terms

This contract will begin approximately June, 2005 and end June 30, 2009. The scope of work may be modified by RIDE prior to beginning work on a given task and/or at the beginning of each fiscal year.

The contractor must prepare a cost proposal for each fiscal year of the contract reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix A.

FY 2005	\$165,000
FY 2006	255,000
FY 2007	210,000
FY 2008	210,000
FY 2009	<u>210,000</u>
TOTAL	\$1,050,000

The contractor selected as a result of this request will be responsible to the Director of the Office of Teacher Preparation, Certification and Professional Development. The contractor selected will be paid a maximum amount per year as displayed above for a period of 5 years. Over the five-year period the contract will total a maximum of \$1,050,000. A contract is expected to be awarded approximately May 1, 2005. The award may be renewed at the exclusive option of the state, based on vendor performance and the availability of funds. Any award resulting from this request will be subject to the state's General Conditions of Purchase which is available from the Internet at www.purchasing.state.ri.us, as well as the terms of this request.

QUALIFICATIONS:

The contractor should offer staff with the following qualifications:

- A PhD in education or a related field or its equivalent.
- A minimum of 5 years of experience working with school districts in the creation of mentoring programs and linking them with state department of education professional development requirements
- Knowledge of RIDE teacher quality initiatives
- Knowledge of federal teacher quality initiatives including Teacher Quality Enhancement Grants Program.
- A minimum of five years experience with colleges and universities in the development of performance based teacher preparation
- A minimum of five years experience in the evaluation of teacher preparation programs
- Knowledge of the Rhode Island Educator Preparation Program Standards and Standards for nontraditional routes for certification
- Knowledge of the Rhode Island Beginning Teacher Standards and their role in teacher preparation and induction
- Experience working with INTASC, NCATE, NASDTEC, AACTE and other national organizations committed to teacher quality.

Section V: Proposal Submission

Questions concerning this solicitation may be e-mailed to the Division of Purchases at questions@purchasing.state.ri.us no later than the date & time listed on the cover sheet of this solicitation.

Send your questions in Microsoft Word format. Please reference the LOI # on all correspondence. Questions received, if any, will be posted and answered on the internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. For computer technical assistance, call the helpdesk at 401-222-2142, ext: 134.

Letters of Interest to provide the services covered by this request must be received by the Division of Purchases on or before the date and time listed on page one of this solicitation..

Proposals (an original plus 3 copies) should include the following:

1. A completed and signed three-page RIVIP Bidder Certification Cover Form, available at www.purchasing.ri.gov
2. A Cost Proposal as described above.
3. A *separate* Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this project.
4. A completed and signed W-9 (taxpayer identification number and certification). Form is downloadable at www.purchasing.ri.gov.
5. One copy of the offeror's complete response to this solicitation is requested in an electronic format, CDROM or disk, in Microsoft Office or PDF file formats

Responses **(an original plus three (3) copies)** should be mailed or hand-delivered in a sealed envelope marked "LOI #B05034: Teacher Certification Partnership Grant Services" to

By Courier:

RI Dept. of Administration
Division of Purchases, 2nd floor
One Capitol Hill
Providence, RI 02908-5855

By Mail:

R.I. Department of Administration
Division of Purchases
P.O. Box 6528
Providence, RI 02940-6528

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or which are otherwise not presented in the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed or emailed to the Division of Purchases will not be considered. The official time clock is located in the reception area of the Division of Purchases

TECHNICAL PROPOSAL REQUIRED ELEMENTS

Responses will be evaluated using the following criteria:

- **Capability (background) and qualifications** sufficient to carry out the work of the project including a complete resume (25 points);
- **A comprehensive listing of similar projects undertaken** (25 points)
- **A clear understanding of the State's requirements** and the results intended and desired under this contract including a work plan for undertaking project activities (25 points);
- **Cost Proposal** (25 points)

A minimum of 50 out of 75 technical points is required to get the accompanying Cost Proposal opened and evaluated. Proposals failing to achieve the minimum technical score will be dropped from further consideration.

Notwithstanding the above, the State reserves the right to accept or reject any or all offers. The State also reserves the right to award in whole or in part, and to act in its best interest.

The State may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award.

The Technical Review Committee will present written findings and an award recommendation (s), to the State Architects/Engineers/Consultants Selection Committee, which may recommend up to three finalists to the Director of Administration for final award determination.

APPENDIX A

COST PROPOSAL

The Contractor estimates that its costs for work to be performed under this Agreement is as follows:

Expense Category	Estimated Expenditures					TOTAL
	FY05	FY06	FY07	FY08	FY09	
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Consultant	0.00	0.00	0.00	0.00	0.00	0.00
4. In-State Travel	0.00	0.00	0.00	0.00	0.00	0.00
5. Out-of-State Travel	0.00	0.00	0.00	0.00	0.00	0.00
6. Printing	0.00	0.00	0.00	0.00	0.00	0.00
7. Office Expense	0.00	0.00	0.00	0.00	0.00	0.00
8. Telephone	0.00	0.00	0.00	0.00	0.00	0.00
9. Educational Materials	0.00	0.00	0.00	0.00	0.00	0.00
10. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
11. Data Processing	0.00	0.00	0.00	0.00	0.00	0.00
12. Rental	0.00	0.00	0.00	0.00	0.00	0.00
13. Other	0.00	0.00	0.00	0.00	0.00	0.00
14.	0.00	0.00	0.00	0.00	0.00	0.00
15.	0.00	0.00	0.00	0.00	0.00	0.00
16.	0.00	0.00	0.00	0.00	0.00	0.00
17.	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00	0.00	0.00

COST PROPOSAL: PERSONNEL BREAKDOWN***FISCAL YEAR:****DETAIL OF PERSONNEL**

NAME	POSITION TITLE	HOURLY RATE INCLUDING FRINGE \$	TOTAL ANNUAL SALARY & FRINGE \$	RIDE PERSONNEL COST \$
TOTAL REQUEST		\$	\$	\$

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE INCLUDING FRINGE \$	TOTAL ANNUAL SALARY & FRINGE \$	RIDE PERSONNEL COST \$
TOTAL REQUEST		\$	\$	\$

EXPLANATION OF OTHER EXPENSES (i.e. travel, printing, office supplies, educational materials, and equipment)

EXPENSE CATEGORY	DESCRIPTION	COST

*Please prepare the Personnel Breakdown sheet for each fiscal year of the contract, i.e., FY05, FY06, FY07, FY08 and FY09.

